

# **FOOD AND NUTRITION**

## **Curriculum Content Frameworks**

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# Curriculum Content Framework

## FOOD AND NUTRITION

**Grade Level: 9, 10, 11, 12**

**Prerequisites: TP Foundation Core  
Course Code: 19.006**

**Course Description:** Experiences in the Food and Nutrition course focus on the development of skills needed to select, prepare, and serve food which meets nutritional needs of individuals and families. Emphasis in this course is given to the development of competencies related to nutrition, weight control, the food consumer, the effect of technology on food and nutrition, microwave cookery, kitchen organization and equipment, safety and sanitation, menu planning, serving and eating food, food preparation, eating away from home, and jobs and career opportunities in the field of food and nutrition. Upon completion of this course, students should be able to apply sound nutritional practices, which will have a positive effect on their health.

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# Unit 1: Nutrition and Weight Control

## 12 Hours

Terminology: absorption, amino acids, anemia, anorexia nervosa, appetite, ascorbic acid, beriberi, bulimia, calcium, calorie, carbohydrate, cholesterol, culture, deficiency disease, desirable weight, diabetes mellitus, diet, digestion, environment, fallacy, fat, fat-soluble vitamin, fiber, flavor, glucose, goiter, iron, kwashiorkor, malnutrition, metabolism, mineral, niacin, night blindness, nutrient, nutrition, obesity, osteoporosis, overweight, pellagra, phosphorus, protein, RDA, riboflavin, rickets, saliva, scurvy, taste buds, technology, thiamin, trace elements, underweight, vitamin, vitamin A, vitamin C, vitamin C, vitamin D, water, water-soluble vitamins

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to nutrition and weight control		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
1.2 Discuss psychological, physiological and environmental reasons for eating	1.2.1 Analyze influences of environment, family culture, technology and lifestyle on food choices	Foundation	Listening	Receives and interprets verbal messages [1.2.8]		
			Reading	Comprehends written information and applies it to a task [1.3.8]		
			Science	Describes/Explains scientific principles related to the physiological and environmental reasons for eating [1.4.14]		
			Writing	Organizes ideas and communicates orals messages to listeners [1.5.7]		
				Analyzes data, summarizes results, and makes conclusions [1.6.2]		
				Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]		
		Interpersonal Skills	Cultural Diversity	Respects other’s personal values, cultures, and traditions [2.2.4]		
1.3 Describe effect of nutrition on health and body mass	1.3.1 Describe nutritional concerns for individuals throughout their lifestyle	Foundation	Reading	Comprehends written information for main ideas [1.3.7]		
			Science	Describes/Explains scientific principles related to nutrition on health [1.414]		
			Wiring	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]		
			Thinking Skills	Reasoning	See relationships between two or more ideas, objects, or situations [4.5.5]	

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Explain possible causes and effects of being underweight and overweight		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to cause and effects of being underweight and overweight [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.5 Identify food related health problems	1.5.1 Match food related health problems to descriptions	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to food related health problems [1.4.14]
			Writing	Records data [1.6.16]
				Writes appropriate entries [1.6.22]
		Thinking Skills	Knowing How to Learn	Develops personal learning strategies, note taking, clustering related items, flash cards, etc. [4.3.2]
1.6 Name unhealthy diet practices	1.6.1 Classify eating disorders	Foundation	Reading	Use standard occupational resource materials [1.3.23]
			Science	Describe/Explains scientific principles related to unhealthy diet practices [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking Skills	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

<b>CAREER AND TEACHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.7 List basic nutrient groups		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Acquires and processes scientific data [1.4.1]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]
1.8 Identify sources and functions of each nutrient group	1.8.1 Match nutrients with sources and functions	Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Science	Acquires and processes scientific data [1.4.1]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.9 Explain food guide pyramid including divisions, recommended serving and serving sizes	1.9.1 Analyze nutritional value of personal daily food intake	Foundation	Reading	Follows written directions [1.3.13]
	1.9.2 Plan menus to meet nutritional needs		Science	Identifies relevant details, facts and specifications [1.3.16]
				Records data related to recommended servings and serving sizes [1.4.22]
				Describes/Explains scientific principles related to food guide pyramid [1.4.14]
		Writing	Organizes information in an appropriate format [1.6.10]	
	Summarizes written information [1.6.17]			
	Writes appropriate entries [1.6.22]			
	Personal Management Skills		Responsibility	Pays close attention to details [3.4.8]
Thinking Skills	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]		

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.10 Name careers related to nutrition and weight control		Foundation	Listening	Listens for content [1.2.3]
			Reading	<i>Uses standard occupational resource materials [1.3.22]</i>
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Records data [1.6.16]
		Personal Management Skills	Career Awareness, Development & Mobility	Explores career opportunities [3.1.6]
				Identifies education and training needed to achieve goals [3.1.8]



## Unit 2: The Food Consumer

### 8 Hours

Terminology: brand name, budget, caterer, comparison shopping, conservation, consumer advocate, convenience foods, dietician, dovetail, entrepreneur, FDA, finished foods, food scientist, generic, grades, labeling, meal manager, meal pattern, menu, nutrition, nutrition labeling, open dating, precycling, pre-preparation, recycle, semi-prepared foods, store brands, unit pricing, universal product code, USDA, work simplification

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to the food consumer		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 Identify resources to consider in planning meals		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking Skills	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
2.3 List considerations in appealing and nutritious meals	2.3.1 Plan menus for family meals using meal pattern guidelines	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to nutritious meals [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking Skills	Knowing How to Learn	Applies new knowledge and skills to planning appealing and nutritious meals [4.3.1]

<b>CAREER AND TEACHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
2.4 Discuss planning for food shopping		Foundation	Listening	Comprehends ideas and concepts related to food shopping [1.2.1]
			Reading	Comprehends written information for main idea [1.3.7]
			Science	Describes principles related to food shopping [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
2.5 Describe sources of information to use in making informed food purchases	2.5.1 List information on food labels required by law  2.5.2 Analyze data on nutritional fact panel	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describe/Explain scientific principles related to informed food purchases [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking Skills	Knowing How to Learn	Applies new knowledge and skills to making informed food purchases [4.3.1]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 Name government agencies that regulate food safety		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describe/Explain scientific principles related to informed food purchases [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Personal Management Skills	Organizational Effectiveness	Comprehends the organizational modes of operation [3.3.5]

## Unit 3: Food/Technology

### 4 Hours

Terminology: conservation, contaminant, convenience foods, food additive, hydroponics, pesticides, shelf life, technology

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms related to food technology		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Discuss effects of technology on food and nutrition		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to technology on food and nutrition [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking Skills	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 State current issues and trends in food technology	3.3.1 Explore current issues and tends in food technology	Foundation  Thinking Skills	Reading  Science  Writing  Knowing How to Learn	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Describes/Explains scientific principles related to technology on food and nutrition [1.4.14]  Records data [1.6.16]; Analyzes data, summarizes results, and makes conclusions [1.6.2]  Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
3.4 Explain use of the computer in food buying, menu planning, nutritional analysis, and other food related areas		Foundation Skills      Personal Management Skills	Listening  Reading  Science  Writing  Responsibility	Evaluates oral information/presentation [1.2.2]  Comprehends written information and applies it to a task [1.3.8]  Describes/Explains scientific principles related to use of computer in foods and nutrition [1.4.14]  Writes logical and understandable sentences [1.6.23]  Pays close attention to details [3.4.8]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 State purposes of food additives		Foundation Skills	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Records data related to food additives [1.4.22]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking Skills	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]
3.6 Compare advantages and disadvantages of convenience foods	3.6.1 Compare cost, quality, and time in the preparation of convenience food and the same food prepared conventionally	Foundation	Arithmetic/Mathematics	Applies addition, subtraction, multiplication and division to real-world situations [1.1.1]
			Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
				Comprehends written information and applies it to a task [1.3.8]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	<b>Summarizes written information [1.6.17]</b>  Writes appropriate entries [1.6.22]
		Thinking Skills	Decision-Making	Identifies pros and cons to assist in decision-making process [4.2.7]

<b>CAREER AND TEACHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
3.7 Describe environmental concerns as the result of food technology	3.7.1 Analyze environmental issues related to food resources	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Analyzes environmental issues (ecology, pollution, waste management). [1.4.2]
			Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.13]
		Thinking Skills	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

## Unit 4: Kitchen Organization

### 5 Hours

Terminology: work center, work triangle

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to kitchen organization		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
4.2 Describe kitchen work centers	4.2.1 Match kitchen work correct	Foundation	Listening  Reading Writing	Evaluates oral information/presentation [1.2.2]  Listens to follow directions [1.2.6]  Follows written directions [1.3.13]  Writes appropriate entries [1.6.22]
4.3 Explain the work triangle	4.3.1 Identify the work triangle in various kitchens	Foundation	Listen  Reading Writing	Evaluates oral information presentation [1.2.2]  Listens to follow directions [1.2.6]  Applies information and concepts derived from printed materials [1.3.3]  Summarizes written information [1.6.17]  Writes appropriate entries [1.6.22]



<b>CAREER AND TEACHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
4.4 Identify types of kitchen floor plans	4.4.1 Evaluate kitchen floor plans	Foundation  Thinking Skills	Listening   Reading  Writing  Decision Making	Listens for content [1.2.3]  Listens to follow directions [1.2.6]  Interprets drawings to obtain factual information [1.3.17]  Writes appropriate entries [1.6.22]  Presents own opinion in written form in a clear, concise manner [1.6.14]  Identifies pros and cons to assist in decision making [4.2.7]
4.5 Name principles of kitchen storage		Foundation  Thinking Skills	Reading  Writing  Reasoning	Comprehends written information for main idea [1.3.7]  Summarizes written information [1.6.17]  Extracts rules or principles from written information [4.5.4]

## Unit 5: Kitchen Appliances

### 5 Hours

Terminology: combination oven, convection cooking, convection oven, cooking time, energy guide, hot spots, microwave oven, service contract, standing time, warranty, wave patterns

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to kitchen appliances		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Describe selection, use, and care of large and small kitchen appliances	5.2.1 Review procedures for using large and small kitchen appliances	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; Listens to follow directions [1.2.6]  Listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]  Reads and follows instructions to operate technical equipment [1.3.19]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]
		Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking Skills	Knowing How To Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Describe trends in kitchen appliances		Foundation	Reading	Comprehends written information for main idea [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking Skills	Knowing How To Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
5.4 State ways to conserve resources in the kitchen		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
		Thinking Skills	Writing	Writes logical and understandable sentences [1.6.23]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
5.5 Discuss effect of technology in kitchen equipment		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main idea [1.3.7]
			Science	Describes/Explains scientific principles related to technology in kitchen equipment [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Thinking Skills	Writing	Takes notes from various sources [1.6.18]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

## Unit 6: Safety and Sanitation

### 8 Hours

Terminology: bacteria, botulism, canning, cross contamination, food-borne illness, Heimlich maneuver, hygiene, irradiation, safety, salmonella, sanitation, staphylococcus, trichinosis

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terms related to safety and sanitation		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Describe food preparation, preservation, serving, and storage techniques that prevent food poisoning	6.2.1 Investigate prevention of food spoilage in the food industry	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to the prevention of food poisoning [1.4.14]
			Writing	Follows safety guidelines [1.4.16]
				Summarizes written information [1.6.17]
		Thinking Skills	Reasoning	Extracts rules or principles from written information [4.5.4]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.3 Differentiate between food-borne illnesses and their definitions		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to food-borne illness [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]
				Writes appropriate entries [1.6.22]
6.4 State safety precautions to follow in the kitchen	6.4.1 Evaluate a kitchen for safety hazards	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to kitchen safety [1.4.14]
				Follows safety guidelines [1.4.16]
				Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 Explain basic first-aid procedures	6.5.1 Demonstrate basic first-aid procedures	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Applies knowledge to complete a practical task [1.4.3]  Follows safety guidelines [1.4.16]
			Speaking	Participates in conversation, discussion, and group presentation [1.5.8]
			Writing	Writes logical and understandable sentences [1.6.23]
		Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]

## Unit 7: Serving and Eating Food

### 5 Hours

Terminology: a la carte', a la Mode, appetizer, au jus, beverage ware, Blue plate service, buffet service, compromise service, cover, dinnerware, dutch treat, English service, entrée', etiquette, family service, flatware, formal service, gratuity, hollowware, open stock, place setting, reservation, stemware, table appointments, table d'hôte, table linens

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Describe terms related to serving and eating food at home and away from home		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Describe table appointments		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking Skills	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
7.3 Explain principles of table setting	7.3.1 Demonstrate table settings for a variety of menus	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Interprets drawings to obtain factual information [1.3.17]
		Thinking Skills	Seeing Things in the Mind's Eye	Organizes information into an appropriate format [1.6.10]
				Organizes and processes images, symbols, pictures, graphs, objects, etc. [4.6.2]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
7.4 Discuss types of meal service	7.4.1	Demonstrate table settings for different types of meal service	Foundation	Listening	Receives and interprets verbal messages [1.2.8]  Identifies relevant details, facts, and specifications [1.3.1]
	7.4.2	Discuss factors to consider in planning and serving food for special occasions		Reading	Interprets drawings to obtain factual information [1.3.17]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Summarizes written information [1.6.17]
			Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]
			Thinking Skills	Seeing Things in the Mind’s Eye	Visualizes a finished produce [4.6.4]
7.5 Describe proper manners for serving, eating, and clearing meals	7.5.1	Demonstrate proper table manners in public and private settings	Foundation	Listening	Listens for content [1.2.3]
				Reading	Comprehends written information and applies it to a task [1.3.8]
				Speaking	Adapts presentation to audience [1.5.1]
				Writing	Writes logical and understandable sentences [1.6.23]
				Coaching	Helps others learn new skills [2.1.3]
			Interpersonal Skills	Cultural Diversity	Respects others’ personal values, cultures, and traditions [2.2.4]



CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 Name guidelines for ordering, tipping, and paying in a restaurant		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Thinking Skills	Seeing Things in the Mind's Eye	Visualizes a finished produce [4.6.4]

## Unit 8: Food Preparation 21 Hours

Terminology: bake, barbecue, baste, batter, beat, blanch, blend, boil, braise, bread, broil, brown, brush, candy, caramelization, chill, chop, coat, coddle, core, cream, cube, cut, cut in, deep fry, dice, dissolve, dot, drain, dredge, dress, dust, equivalent, flake, flour, flute, fold, fry, garnish, glaze, grate, grease, grilling, grind, hull, julienne, knead, marinate, mash, melt, mince, mix, mold, pan-broil, panfry, parboil, pare, peel, pit, poach, preheat, puree, quarter, recipe, reconstitute, reduce, roast, roll, sauté, scald, scallop, score, season, section, shape, shell, shred, sift, simmer, skim, slice, sliver, snip, sprinkle, steam, steep, sterilize, stew, stir, stir-fry, strain, toast, toss, truss, unmold, whip, yield

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Define terms related to food preparation		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Identify food preparation tools and equipment		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]  Interprets drawings to obtain factual information [1.3.17]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.3 Explain measuring techniques and equipment	8.3.1 Demonstrate measuring techniques	Foundation	Arithmetic/ Mathematics	Uses common measuring devises/tools to measure [1.1.37]
			Listening	Listens for content [1.2.3]
			Reading	Follows written directions [1.3.13]
			Science	Measures dry and liquid supplies [1.4.17]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]
8.4 List abbreviations and equivalent measures commonly used in recipes	8.4.1 Match abbreviations and equivalent measures commonly used in recipes	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to measurements in recipes [1.1.4]
	8.4.2 Specify substitutions commonly used in recipes		Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Records data [1.6.16]; Writes appropriate entries [1.6.22]

<b>CAREER AND TEACHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
8.5 List steps in using a recipe	8.5.1 Demonstrate math skills necessary to change the yield of a recipe	Foundation	Arithmetic/ Mathematics	Applies computation skills to change recipe yields [1.1.5]	
				Calculates different units of measurement [1.1.6]	
			Listening	Listens for content [1.2.3]	
			Reading	Follows written directions [1.3.13]	
			Science	Uses equipment and techniques in a recipe [1.4.24]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Interpersonal Skills	Writing	Writes appropriate entries [1.6.22]	
			Coaching	Helps others learn new skills [2.1.3]	
8.6 Determine preparation techniques for the following foods: appetizers, casseroles, fruits, vegetables, salads, dairy products, meat, poultry fish, eggs, grain products, quick bread, yeast bread, desserts, soups, sauces, garnishes, sandwiches, and beverages	8.6.1 Prepare selected foods using a variety of methods	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Writing	Applies/Uses technical words and concepts [1.6.4]; Writes appropriate entries [1.6.22]	

CAREER AND TEACHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
8.7 Describe preparation of the following foods: appetizers; beverages; casseroles; dairy products; desserts; fruits; garnishes; grain products; meat, poultry, fish and eggs; quick breads; sauces; salads; sandwiches; soups; vegetables, and yeast breads	8.7.1 Prepare selected foods	Foundation	Arithmetic/ Mathematics	Uses common measuring devices/tools to measure a variety of foods [1.1.37]		
			Listening	Listens for content [1.2.3]		
				Listens to follow directions [1.2.6]		
				Reading	Follows written directions [1.3.13]	
				Reads and follows instructions to operate technical equipment [1.3.19]		
			Science	Describes/Explains scientific principles related to preparing foods [1.4.14]		
		Interpersonal Skills	Writing	Uses technical words and symbols [1.6.20]		
			Leadership	Organizes group in planning and per-forming a specific task [2.4.9]		
		Personal Management Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]		
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]		
				Comprehends the organization’s mode of operation [3.3.5]		

# Glossary

## Unit 1 Nutrition and Weight Control

1. Absorption - the passage of nutrients from the gastrointestinal tract into either the blood or the tissue fluid surrounding the cells.
2. Amino Acid - one of the building blocks of protein molecules.
3. Anemia - a condition that results from deficiencies of various nutrients, which is characterized by a reduced number of red blood cells in the blood stream.
4. Anorexia Nervosa - a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight.
5. Appetite - a desire to eat.
6. Ascorbic Acid - a food additive that prevents color and flavor loss and adds nutritive value; another name for vitamin C.
7. Beriberi - a disease of the nervous system that causes partial paralysis, weakness, mental confusion, and death; caused by thiamine deficiency.
8. Bulimia - a person with this disorder repeatedly binges and then purges, by vomiting or taking laxatives, to prevent weight gain.
9. Calcium - a major mineral in the body needed for bone and teeth development.
10. Calorie - a measurement of the amount of energy produced when food is burned by the body. In science it is the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degrees Celsius.
11. Carbohydrates - an essential nutrient that is the body's main source of energy; includes sugars and starches.
12. Cholesterol - a waxy liquid found in every cell of the body. It is also found in foods from animal sources. A lipid, specifically a sterol, found in humans and animals and made from glucose or saturated fatty acids; excessive amounts believed to contribute to plaque formation, which clogs arteries and causes heart problems.
13. Culture - everything about the way a group of people live.
14. Deficiency Disease - a disease caused by the lack of a specific necessary element in the body. Examples include pellagra, rickets and anemia.

15. Desirable Weight - the medically recommended weight.
16. Diabetes Mellitus - lack of or inability to use the hormone insulin, which results in the build up of glucose in the bloodstream.
17. Diet - all the food and drink a person regularly consumes.
18. Digestion - the process by which the body breaks down food into useable nutrients.
19. Environment - a person's surroundings and everything in them, including both human and non-human factors.
20. Fallacy - a mistaken belief.
21. Fat - a nutrient that provides a concentrated source of energy, and helps protect the body from sudden changes in outside temperature.
22. Fat Soluble Vitamin - a vitamin, specifically vitamins A, D, E, and K, that dissolve in fats.
23. Fiber - indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive system.
24. Flavor - the distinctive quality or the combined effect of taste and aroma that comes from a food's unique blend of appearance, taste, odor, feel and sound.
25. Glucose - type of simple sugar; the body's primary energy source and the only energy source for the brain and nervous system. The basic sugar molecule from which all other carbohydrates are built.
26. Goiter - an enlargement of the thyroid gland caused by a lack of iodine.
27. Iodine - a trace mineral found in saltwater fish and iodized salt. It is responsible for your body's use of energy.
28. Iron - a trace element found in red blood cells and carries oxygen to all cells in the body. It is essential for making hemoglobin.
29. Kwashiorkor - a disease resulting from a serious protein deficiency.
30. Malnutrition - poor nutrition over an extended period of time which can be caused by an inadequate diet, or the body's inability to use the nutrients it takes in.
31. Metabolism - the process by which living cells use nutrients in many chemical reactions that provide energy for vital processes and activities.
32. Mineral - nutrients such as calcium, iron, and zinc; some regulate the body processes, while others become a part of body tissues.

33. Niacin - a major B vitamin.
34. Night Blindness - a condition resulting from a vitamin A deficiency which is characterized by a reduced ability to see in dim light.
35. Nutrient - chemical substances in food that help to maintain the body.
36. Nutrition - the study of nutrients and how they are used to by the body.
37. Obesity - weighing twenty percent or more above desirable weight for height. In an adult, obesity is defined as a body mass index of 30 or more.
38. Osteoporosis - a condition caused by a calcium deficiency which results in porous, brittle bones and a loss in bone density.
39. Overweight - a condition characterized in an adult by a body mass index of 25 to 29.9.
40. Pellagra - a disease resulting from a niacin deficiency, which is characterized by a raw and inflamed skin rash, abdominal pain, diarrhea, dementia, and paralysis.
41. Phosphorus - a mineral that works with calcium to give strength to bones and teeth. It also aids the body in storing and releasing energy. It helps balance the alkalis and acids in the blood, and helps the body use other nutrients.
42. Protein - one of the six basic nutrients composed of carbon, hydrogen, oxygen, and nitrogen. The body uses it for growth and maintenance.
43. RDA - (Recommended Dietary Allowances) – suggested levels of nutrient intake to meet the needs of most healthy people.
44. Riboflavin - a major B vitamin also called B2.
45. Rickets - a disease resulting from a vitamin D deficiency which is characterized by bowed legs and misshapen breast bones in children.
46. Saliva - a mucus and enzyme-containing liquid secreted by the mouth that begins to break down starches and makes food easier to swallow.
47. Scurvy - a disease resulting from vitamin C deficiency which is characterized by bleeding gums and loss of teeth, extreme fatigue, weakened blood vessels and internal bleeding.
48. Taste Buds - sensory organs located on various parts of the tongue.
49. Technology - the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems.
50. Thiamin - a B-Complex vitamin that is essential to normal metabolism and nerve function and is widespread in plants and animals.



- 51. Trace Elements - elements or mineral needed in very small amounts.
- 52. Underweight - ten percent or more below desirable weight for height. A condition characterized by a body mass index at less than 19.
- 53. Vitamin - nutrients that don't provide energy or build body tissue, but help regulate these and other body processes.
- 54. Vitamin A - helps keep skin clear and smooth and mucus membranes healthy, helps prevent night blindness, and helps promote growth. Found in liver, egg yolks, yellow fruits, and cheddar cheeses.
- 55. Vitamin C - promotes healthy gums and tissues, helps wounds and broken bones heal, helps the body fight infection and helps make cementing materials that hold body cells together. Found in citrus fruits, broccoli, green peppers, and potatoes.
- 56. Vitamin D - helps build strong bones and teeth in children and helps maintain bones in adults. Found in fortified milk, butter, egg yolk, and absorbed through exposure to sunlight.
- 57. Water - a nutrient that regulates all the body processes and is essential to life. Makes up most of the body's weight.
- 58. Water Soluble Vitamins - a vitamin, specifically vitamin C or one of the B Complex vitamins, that dissolves in water. They are not stored in the body.

## Unit 2: The Food Consumer

1. Brand Name - the name a manufacturer puts on products so people will know that company makes the products.
2. Budget - an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a financial plan or spending plan.
3. Caterer - someone who owns a business in which food and beverages are prepared for small and large parties, banquets, weddings, and other large gatherings.
4. Comparison Shopping - comparing products and prices in different stores before making a purchase.
5. Conservation - protecting the environment and natural resources against waste and harm.
6. Consumer Advocate - someone who acts or intercedes on the behalf of another who buys goods or services.
7. Convenience Foods - food products that have had some amount of service added to it.
8. Dietician - a health care professional who has training in nutrition and diet planning.
9. Dovetail - fitting tasks together to make the best use of time; doing two tasks at the same time.
10. Entrepreneur - a person who owns and runs his or her own business.
11. FDA - (Food and Drug Administration) – an agency in charge of ensuring the safety of all foods sold except meat, poultry, seafood, and eggs.
12. Finished Foods - a convenience food that is ready for eating either immediately or after simply heating or thawing.
13. Food Scientist - experts who work with the sources of nutrients for living things.
14. Generic - a plain-labeled grocery item not associated with any particular brand.
15. Grades - a rating given to food as an indication of quality.
16. Labeling - to attach a description by use of word, term or mark that indicates the ingredients, ownership or manufacturer of a product.
17. Meal Manager - someone who controls and directs resources to get a job done correctly, efficiently, and on time. Could also be called a Food Service Manager.
18. Meal Pattern - an outline of the basic foods normally served at each meal.

19. Menu - the food choices offered at each meal.
20. Nutrition - the study of nutrients and how they are used to by the body.
21. Nutrition Labeling - an analysis of a food product's contributions to an average diet that appears on the product packaging.
22. Open Dating - a system of putting dates on perishable and semi perishable foods to help consumers obtain products that are fresh and wholesome.
23. Precycling - thinking about how packaging materials can be reused or recycled before buying a product.
24. Pre-preparation - any step done in advance to save time when getting a meal ready.
25. Recycle - to reprocess resources to be used again.
26. Semi Prepared Foods - a convenience food that still requires some preparation before being served.
27. Store Brands - a brand sold only by a particular store or chain of stores.
28. Unit Pricing - the price of an item per ounce, pound, or other accepted unit of measure.
29. Universal Product Code - a series of lines, bars, and numbers that appears on the package of a food or nonfood item. It is used by a computer scanner to identify a product, it's size and form, and manufacturer.
30. USDA - (US Department of Agriculture) – an agency that monitors the safety and quality of poultry, eggs, and meat products.
31. Work Simplification - doing a job in the easiest, simplest, and quickest way possible.

## **Unit 3: Food / Technology**

1. Conservation - protecting the environment and natural resources against waste and harm.
2. Contaminant - and undesirable substance that unintentionally gets into food.
3. Convenience Foods - food products that have had some amount of service added to it.
4. Food Additive - a substance added to food products that cause desired changes in the products.
5. Hydroponics - using nutrient-enriched water to grow plants without soil.
6. Pesticides - chemicals used to kill pests during plant growth; can cause food contamination.
7. Shelf Life - the amount of time a food product can be safely stored before deteriorating.
8. Technology - the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems.

## **Unit 4: Kitchen Organization**

1. Work Center - section in a kitchen that has been designed around a specific activity.
2. Work Triangle- imaginary triangle formed by the refrigerator, stove and sink. These are the focal points of the major work centers in a kitchen.

## Unit 5: Kitchen Appliances

1. Combination Oven - an oven that can do two types of cooking, such as conventional and convection.
2. Convection Cooking- method of cooking in which foods are baked or roasted in a stream of heated air.
3. Convection Oven - an oven that uses a fan to circulate hot air over food.
4. Cooking Time - the total amount of time food is exposed to a cooking source.
5. Energy Guide - a yellow tag that is displayed on an all newly purchased major appliances which shows an estimated yearly energy usages for that product.
6. Hot Spots - areas of food that during cooking reach a higher temperature than surrounding areas due to receiving a greater concentration of energy.
7. Microwave Oven - a cooking device which uses invisible waves of energy that cause water molecules to rub against each other and produce heat which cooks the foods.
8. Service Contract - repair and maintenance insurance purchased to cover a product for a specific length of time.
9. Standing Time - the time during which foods finish cooking by internal heat after being removed from the cooking appliance.
10. Warranty - a written promise by a manufacturer that a product will meet specified standards of performance.
11. Wave Patterns - the repeated cycle in which energy in a microwave oven is emitted by the magnetron tube.

## Unit 6: Safety and Sanitation

1. Bacteria - single celled microorganisms that live in soil, water, and the bodies of plants and animals.
2. Botulism - a food-borne illness, caused by eating food containing the spore-forming bacteria clostridium botulinum, that paralyzes the muscles and can easily cause death. This form of food poisoning is often caused by improper home canning.
3. Canning - the process of preserving food by heating and sealing it in airtight containers for storage.
4. Cross Contamination - the transfer of harmful bacterial from one food to another food.
5. Foodborne Illness - a disease transmitted by food.
6. Heimlich Maneuver - procedure that removes food or other obstacles from a choking person's airway.
7. Hygiene - practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails.
8. Irradiation - a commercial food preservation method that exposes food to gamma rays to increase shelf life and kill harmful microorganisms.
9. Safety - the condition of being secure from threat of danger, harm or loss.
10. Salmonella - a disease found in raw and undercooked eggs, poultry, meat, fish, and unpasteurized milk.
11. Sanitation - maintaining a clean condition in order to promote hygiene and prevent disease.
12. Staphylococcus - a pathogenic bacterium that resembles tiny circles in the shape of grapes. It can be found in the mouth, eyes, ears, and sinuses.
13. Trichinosis - infestation with or disease caused by trichinae and marked especially by muscular pain and fever.

## Unit 7: Serving and Eating Food

1. A la carte - food offered with a separate price for each food item on the menu.
2. A la mode - topped with ice cream.
3. Appetizer - light food or beverage that begins a meal and is designed to stimulate the appetite.
4. Au jus - serving food with the pan drippings from which the fat has been skimmed.
5. Beverageware - glasses of many shapes and sizes used for a variety of purposes.
6. Blue Plate Service - a type of meal service in which the plates are filled in the kitchen, carried to the dining room, and served.
7. Buffet Service - style of meal service in which a large table or buffet holds a variety of food items, the serving dishes and utensils, dinnerware, flatware, and napkins and from which guests serve themselves.
8. Compromise Service - a combination of English and formal service. The main course of the meal is served at the table by the host and the remainder of the meal is served in individual portions from the kitchen.
9. Cover - the arrangement of the tableware that each diner will need for a meal. Also called a Place Setting.
10. Dinnerware - plates, cups, saucers, and bowls.
11. Dutch Treat - an arrangement of paying in which each person pays his own way.
12. English Service - a style of meal service in which the plates are served by the host and /or hostess and passed around the table until each guest has been served.
13. Entrée - the main course of a meal.
14. Etiquette - manners established by society.
15. Family Service - a service style that allows diners to join others in a setting where large dishes of food are placed on a table for self-service. Also known as Modified English Service.
16. Flatware - forks, spoons, knives and serving utensils used to serve and eat food.
17. Formal Service - when you are served with porcelain or fine china.



18. Gratuity - money charged or left as a tip for service.
19. Hollowware - tableware, such as bowls, tureens, and pitchers, used to serve food and liquids.
20. Open Stock - tableware that can be purchased as individual pieces.
21. Place Setting - the arrangement of the tableware that each diner will need for a meal. Also called a Cover.
22. Reservation - an arrangement with a restaurant to hold a table, or with a hotel to hold a room, for a guest on a given date at a given time.
23. Stemware - glassware with three distinct parts a bowl, a stem, and a base.
24. Table Appointments - all the items needed at the table to serve and eat a meal.
25. Table d` Hote - a type of menu in which one price is given for an entire meal.
26. Table Linens - tablecloths, placemats and napkins.

## Unit 8: Food Preparation

1. Bake - cook in the oven in dry heat without a cover.
2. Barbecue - to cook by broiling, grilling, roasting, or baking. Traditionally to cook meat on a rack or spit over hot coals.
3. Baste - to spoon pan liquids over the surface of food during cooking to keep the food moist and add flavor.
4. Batter - a flour and liquid mixture with a consistency ranging from a thin liquid to a stiff liquid depending on the proportion of dry to liquid ingredients.
5. Beat - mix or stir quickly, bringing the contents of bowl to the top and down again.
6. Blanch - to briefly immerse food in boiling water or steam. It inactivates the enzymes in foods.
7. Blend - to mix ingredients until thoroughly combined.
8. Boil - to heat a liquid until bubbles rise to the surface, a method of cooking food in a boiling liquid.
9. Braise - a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food.
10. Bread - to coat a food item with crumbs and egg.
11. Broil - a dry cooking method in which food is cooked directly under a primary heat source.
12. Brown - to turn the surface of a food brown by quickly cooking it in hot fat or placing it under a broiler.
13. Brush - to apply sauce, melted fat, or other liquid with a basting or pastry brush.
14. Candy - to cook in sugar syrup until coated or crystallized.
15. Caramelization - the chemical browning reaction that can occur when a sugar is heated. A characteristic color and flavor develops.
16. Chill - to make a food cold by placing it in a refrigerator or in a bowl over crushed ice.
17. Chop - to cut into small pieces.
18. Coat - to thoroughly cover a food with a liquid or a dry mixture.

19. Coddle - to cook or simmer slowly just below the boiling point.
20. Core - to remove the center part or stem of a fruit or vegetable leaving a hole.
21. Cream - to blend until smooth and fluffy.
22. Cube - to cut into small squares of equal size.
23. Cut - to divide into parts with a sharp utensil.
24. Cut In - to combine solid fat with dry ingredients until lumps of the desired size remain. May be done using a pastry blender, two knives, or a fork.
25. Deep Fry - to cook in a large amount of hot fat.
26. Dice - to cut into very small cubes of even size.
27. Dissolve - to cause a solid to turn into or become part of a liquid.
28. Dot - to place small pieces of something, usually a fat, over the surface of a food.
29. Drain - to remove the liquid.
30. Dredge - to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs.
31. Dress - to trim and clean, commonly associated with poultry and fish.
32. Dust - to lightly sprinkle the surface of a food with sugar, flour or breadcrumbs.
33. Equivalent - the same amount expressed in different ways by using different units of measure.
34. Flake - to break fish into small pieces with a fork.
35. Flour - to sprinkle or coat with flour.
36. Flute - a manner of decorating crust by making uniform folds, grooves or twists in the crust, such as around the edge of a pie.
37. Fold - to add ingredients carefully as not to lose air bubbles. The utensil is passed down through the mixture, across the bottom, and up the opposite side of the bowl, gently turning the mixture over.
38. Fry - to cook in hot fat.

39. Garnish - decorative, edible items added to enhance the appearance of the main food item.
40. Glaze - to coat a food item with a liquid, usually a syrup, to produce a shiny covering.
41. Grate - to shred food into coarse pieces by rubbing it on the teeth of a utensil or rough surface.
42. Grease - to coat food or utensils with a layer of oil or shortening.
43. Grilling- a method of short order cooking on a griddle.
44. Grind - to mechanically break down a food into a finer texture.
45. Hull - to remove the outer covering of a fruit or vegetable; particularly used in reference to bean and peas.
46. Julienne - to cut into long narrow strips.
47. Knead - a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture.
48. Marinate - to soak foods in a liquid to improve texture or flavor. The liquid generally contains herbs, spices, and other flavoring ingredients, as well as oil, and an acid, such as wine, vinegar, or lemon juice to break down the connective tissue of meat.
49. Mash - to break a food by pressing it with the back of a spoon, a masher, or forcing it through a ricer.
50. Melt - to change from a solid to a liquid through the application of heat.
51. Mince - to cut into very fine pieces.
52. Mix - to combine two or more ingredients into one mass.
53. Mold - to shape by hand or by pouring into a form to achieve a desired structure.
54. Pan-broil - to cook without fat in an uncovered skillet without grease and pouring off excess fat as it accumulates.
55. Panfry - a method of cooking in which a moderate amount of fat is heated in a pan before adding food.
56. Parboil - to boil briefly as a preliminary or incomplete cooking procedure.
57. Pare - to remove the stem and outer covering of a vegetable or fruit with a paring knife or peeler.

58. Peel - to remove the outer layer of a food.
59. Pit - to remove the seed of a fruit or vegetable.
60. Poach - to cook in a small amount of simmering liquid.
61. Preheat - to heat the oven to the correct temperature before putting in the food.
62. Puree - to put food through a fine sieve or a food mill to form a thick and smooth liquid.
63. Quarter - to cut into four equal people.
64. Recipe - detailed instructions for preparing particular foods.
65. Reconstitute - to return to a previous state by adding water, also called rehydration.
66. Reduce - to decrease the quantity of a liquid and intensify the flavor by boiling.
67. Roast - to cook uncovered in the oven with dry heat.
68. Roll - to shape into a round mass, to flatten dough to an even thickness with a rolling pin.
69. Sauté - to cook food in a small amount of fat, stirring or flipping it frequently.
70. Scald - to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water the food.
71. Scallop - to cover with a sauce and bake.
72. Score - to make small, shallow cuts on the surface of a food.
73. Season - to add herbs, spices or other ingredients to a food to increase flavor.
74. Section - to separate into parts.
75. Shape - to form or create a desired appearance.
76. Shell - to remove from an outer covering.
77. Shred - to cut or tear into thin pieces.
78. Sift - to put a dry ingredient through a sieve or sifter to remove lumps.

79. Simmer - a moist cooking technique in which food is cooked slowly and steadily in a liquid just below the boiling point. (185 degrees 200 degrees F.)
80. Skim - to remove a substance from the surface of a liquid.
81. Slice - to cut into thin, flat pieces.
82. Sliver - to cut into long slender pieces.
83. Snip - to cut into small bits with kitchen shears.
84. Sprinkle - to scatter small amounts of an ingredient over another food. Such as a liquid, crumbs, or spices.
85. Steam - to cook with vapor produced by a boiling liquid without allowing it to come in contact with the water.
86. Steep- to cover with boiling water and let stand without additional heating until flavor and color is extracted as for tea.
87. Sterilize - to make free from living microorganisms, as bacteria, or their viable spores.
88. Stew - to cook one food or several foods together in a seasoned liquid for a long period of time.
89. Stir - move the ingredients in a circular motion to mix or prevent burning.
90. Stir Fry - a dry cooking technique, foods cook quickly in a small amount of fat over high heat while stirring constantly. Generally uses a wok, a large pan with sloping sides.
91. Strain - to separate solids from a liquid.
92. Toast - to make the surface of a food brown by applying direct heat.
93. Toss - to mix lightly with a rising and falling action.
94. Truss - to prepare fowl for cooking by binding the wings and legs with string or skewers.
95. Unmold - to remove from a form or mold pan.
96. Whip - to beat rapidly usually with a whisk to increase volume and incorporate air.
97. Yield - the number of servings, or portions, that a recipe produces.